

THE DEVELOPMENT OF A SEX EDUCATION PROGRAM
FOR KINDERGARTEN - TWELFTH GRADE

by

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B. S., Fort Hays Kansas State College, 1956

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1968

Approved by:



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ACKNOWLEDGMENTS

The writer is deeply grateful for the advice and assistance of her Graduate Program Committee, particularly Assistant Professor Raymond Wauthier, who served as major professor. Other members of the committee were Professor T. M. Evans. Dr. J. Harvey Littrell, and Professor Katherine Geyer.

Gratitude is expressed to the Department of Physical Education for financial assistance through a Graduate Assistantship which made graduate study possible.

The writer's most sincere appreciation is expressed to her husband, E. L. and her daughters, Nancy Kay, Barbara Jean, and Karen Lee for their encouragement and understanding while the writer was doing graduate work.

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CHAPTER I

INTRODUCTION

I. PURPOSE AND NEED

Educators identify and organize their instructional programs and weigh their effectiveness against continuously pressing demands.¹ At the present time demands are being made of the school to include a study of human sexuality. "Today many parents who themselves were reared by mothers and fathers afraid to educate their children in sexual matters are now afraid not to educate their own children regarding sex."² Darden and Stradtman have shown that neither boys nor girls seem to have adequate sex knowledge for their ages and grades in school.³

According to the Tenth Yearbook, American Association of School Administrators, National Education Association, there are six important reasons for including complete sex education in the public-school curriculum: (1) The emancipation of women made them freer members of our present-day society; (2) modern living has led to greater mobility of population and more anonymity than

¹Van Miller, The Public Administration of American School Systems (New York: The Macmillan Company, 1965), p. 212.

²Eleanore Braun Luckey, "Helping Children Grow Up Sexually," Children, XIV (July-August, 1967), p. 130.

³Joseph S. Darden, "A Study of Placement of Sex Education in the Curricula of Selected High Schools in Georgia" (unpublished dissertation, New York University, New York, 1963); Alan D. Stradtman, "Understandings of Junior High School Pupils in Some Aspects of Family Health Education" (unpublished dissertation, University of California, Los Angeles, 1964).

has been known previously; (3) the increased development of contraceptives and prophylactics has created a problem in itself; (4) advancements in the study of psychology have led to increased knowledge and realization of the importance of frustrations; (5) there are more sex stimuli in modern movies, theatre, advertising, magazines, and even popular songs; (6) an increased difference of opinion on matters of sex conduct leads to a need for guidance in such matters.⁴

In the early years of interest in sex education, the chief emphasis was on the biological facts of reproduction, but educators today feel strongly that sex education should be focused toward fuller, better home family living.⁵ Sex education becomes education for effective living with an understanding of human sexuality as an integral, inseparable part. The goal must be the "creation of satisfying interpersonal relationships rather than simply the exercise of sex....It becomes involved with public and social as well as personal and private matters."⁶ Sex education aims at two concrete goals; to give the student some factual information, and to try to help the student to be sexually responsible, to develop a moral code and follow it.⁷

⁴Edward Smith *et al.* The Educators Encyclopedia, (New Jersey: Prentice Hall, 1961), p. 344.

⁵Marion Lerrago and Helen Southard, Facts Aren't Enough (Chicago: American Medical Association, 1962), p. 65.

⁶Lester Kirkendall and Deryk Calderwood, "The Family, The School, and Peer Groups: Sources of Information About Sex," The Journal of School Health, XXXV (September, 1965), p. 293.

⁷Gerald M. Knox (ed.) "What Should You Tell Your Child About Sex...and When?" Better Homes and Gardens XLXI, No. 3 (March, 1968), p. 30.

Hinricks and Kaplan suggest it is ironic that we spend so much time educating our children concerning the world in which they live and so very little time concerning themselves and living.⁸ It is the parents' responsibility to educate their children about sex, sexuality, human reproduction, and child birth. And yet, many parents are ill-informed, lack the vocabulary, and are unable to discuss the subject with their children. The schools are needed to supplement and reinforce the parents' efforts and to do what parents cannot. "The school can provide trained teachers, audio-visual aids, visiting experts or resource people such as physicians, discussions with agemates of both sexes, and a planned curriculum."⁹

II. STATEMENT OF THE PROBLEM

The purpose of this study was to determine the content and sequence to the study of human sexuality, and how the material might be presented to students at specific age levels, kindergarten through twelfth grade.

III. SIGNIFICANCE OF STUDY

The findings of this study should provide useful information about a sex education program. It should be useful to administrators and educators in the formulation of a program of sex education.

⁸Marie Hinricks and Robert Kaplan, "The Home, The School, and Sex Education," Today's Health, XLIV (February, 1966), p. 16.

⁹Ibid.

IV. DESIGN OF THE STUDY

The writer utilized writings of acknowledged authorities in the field to develop a list of topics to include in the sex education program. The Characteristics and Needs of Children and Developmental Tasks were then used as the criteria to determine the "teachable moment."¹⁰

V. LIMITATIONS OF THE STUDY

No attempt was made to include teacher preparation in the field of sex education. Neither was an attempt made to determine how the program will be administered within the curriculum. Since sex education is relatively new field, the availability of resource materials was limited.

VI. STATEMENT OF THE OBJECTIVES

1. To determine the concepts and attitudes that are necessary for an effective sex education program for kindergarten through twelfth grade students.
2. To determine when the concepts and attitudes of human sexuality should be presented to the kindergarten through twelfth grade students.
3. To determine how the concepts and attitudes of human sexuality can best be presented and developed with the kindergarten through twelfth grade students.

¹⁰Robert J. Havighurst, Developmental Tasks and Education (New York: David McKay Company, Inc., 1961), p. 5.

4. To develop a sex education program for kindergarten through twelfth grade students.

VII. DEFINITION OF TERMS

Sex Education

Instruction to develop understanding of the physical, mental, emotional, social, economical, and psychological phases of human relations as they are affected by male-female relationships, is considered sex education. It definitely includes more than the "facts of life," emphasizing attitudinal development and guidance related to associations between the sexes.¹¹

Family Life Education

Involves any and all experiences in the home, community, and school that help the individual develop to his fullest capacity as a present or future family member. It should provide specific education for courtship, marriage, parenthood, and practical instruction in the home skills (including budgeting, buying, cooking, and repairing) for both sexes.¹²

Human sexuality

A concept that includes those biological, physiological, and psychological characteristics that relate to one's personal identity as man or woman.

¹¹Darden, op. cit., p. 4.

¹²Ibid.

CHAPTER II

REVIEW OF LITERATURE

I. HISTORY

For many years there has been an awareness of the need for sex education in our schools. Wallace Maw,¹ in his Doctoral dissertation, "Fifty Years of Sex Education in the Public Schools of the United States (1900-1950) A History of Ideas", divided this fifty year span into five periods:

A first period extended from 1900 to 1912, opening with venereal disease control meetings held in Belgium and closing with the 15th International Congress of Hygiene and demography. A definite program promoting sex education in the public schools developed from this congress.

During the second period, 1912-1918, the Federal Government in an attempt to reduce venereal disease began to strongly support sex education.

The end of World War I ushered in Maw's third period and it closed in 1929 as the depression began. During these years other non-governmental groups began to tie in sex education with the development of the individual and education for family living.

The fourth period continued throughout "the depression," ending with the entry of this country into World War II. Family

¹Wallace Maw, "Fifty Years of Sex Education in the Public Schools of the United States (1900-1950) A History of Ideas" (unpublished Doctoral dissertation, University of Cincinnati, 1953) from Joseph S. Darden, "The Placement of Sex Education in the Curricula of Selected High Schools in Georgia" (unpublished doctoral dissertation, New York University, 1963), p. 17-18.

life and sex education in general were considerably influenced by the depression.

The fifth period extended from World War II until 1950 when Maw completed his study. The major emphasis during this period was the encompassing of sex education as a phase of human-relations education by many workers in the field.

"Worth home membership" was one of the seven Cardinal Principles of Education developed by the Committee on Re-organization of Secondary Education in 1918. This was one of the early indications of education's responsibility for specific education toward Family life education. Once the idea that public schools should be taking responsibility for sex education began to gain widespread acceptance, various authors began to draw up content outlines. Few were willing or bold enough to label this content as "sex education" and usually they appended these items to such traditional and respected courses as Biology, Physiology, or Sociology rather than place them in a separate course.

For example, MacCaughey² in 1919 suggested that the typical Biology syllabus be expanded to include several topics which would offer sex education to high school youngsters. These suggested topics were:

1. The Origin and Nature of Sex
2. The Evolution of the Sex Mechanisms
3. The Nature and Functions of the Internal Sex Organs
4. The Elements of Human Embryology
5. Venereal Diseases
6. Basic Principles of Genetics, Heredity, and Eugenics.

²Vaughn MacCaughey, "Sex Education in Biology Classes," School Science and Mathematics XIX (June 1919), p. 509.

In 1930, President Hoover's Conference on Child Health and Protection produced the historic Children's Charter which sets forth 19 "rights" for every child. Number 11 reads: "For every child such teaching and training as will prepare him for the rights of citizenship; and for parents, supplementary training to fit them to deal wisely with the problems of parenthood."

Orton,³ in line with a trend to develop sex education as human relations, drew up the following topics for a syllabus:

1. Social Consciousness
2. Friendship
3. Meaning and Skill in Courtship
4. The Meaning of Love
5. The Selection of a Mate
6. The Social Significance of Marriage
7. The History and Types of the Family
8. Contemporary Forces and the Family
9. Eugenics and the Family
10. Engagement--the Education Period
11. Engagement--Preparation for Marriage
12. Wedding and Honeymoon
13. Marriage Adjustment--Positive Factors
14. Marriage Adjustment--Problems
15. The Home
16. Children
17. The Family Pocketbook.

The 1941 The American Association of School Administrators recommended that sex education be included in the curriculum.

A look at the proposed contents of Orton and that of Tracy and Hunter⁴ revealed that the biological phases of sex education had been dropped as separate topics. Venereal diseases were also

³Dwayn Orton, "Method is All-Important in Sex Education," California Journal of Secondary Education, XIV (April, 1939), p. 209-210.

⁴G. W. Hunter and H. H. Tracy, "Sex Education in California Secondary Schools," California Journal of Secondary Education, XIX (Jan., 1944), p. 48-51.

omitted as a separate listing. The latter was particularly interesting in that just a few years previously, emphasis (especially by governmental agencies) had been placed on the utilization of sex education as a means of venereal disease control.

In 1948 the National Conference on Education of Teachers recommended sex education as part of the curriculum for all teachers.

Kirkendall in 1950 expounded on the content of sex education through several different approaches. His textbook, Sex Education as Human Relations,⁵ is regarded by many as one of the best of its kind. In a chapter entitled "The Scope of Sex Education," he wrote:

The seven main emphases which should be included in a comprehensive sex-education program are:

1. Biological
2. Preparation for Marriage, Family Life, and Child Care
3. Sociological
4. Health
5. Personal Adjustments and Attitudes
6. Inter-personal Relations
7. The Establishment of Values

R. S. Cartwright,⁶ Principal of Elgin High School, Elgin, Illinois, in a presentation given at the 39th Annual Convention of the National Association of Secondary School Principals held in Atlantic City, New Jersey on February 19th-23rd, 1955, commented on his school's course in Marriage and Family Living.

All seniors at Elgin High School were required to take the course. The course covered the dating period and problems relative

⁵Lester Kirkendall, Sex Education as Human Relations (New York: Inor Publishing Company, Inc., 1950), p. 58-60.

⁶"How can Family Life Education Prove More Effective?" National Association of Secondary School Principals Bulletin, XXXIX (February, 1955), pp. 18-20.

to dating confronting both boys and girls; the meaning of an engagement; the physical aspects of marriage and the reproductive system; the importance of morality; venereal disease; human reproduction; and the legal aspects of marriage. Cartwright stressed the point that students were encouraged to ask many and any questions as long as they were genuinely seeking information. The course was handled by the physical education department and boys and girls met separately.

In 1960 the Sixth White House Conference on Children and Youth, the Golden Anniversary Conference,⁷ reiterated specific recommendations for including family-life education in schools and in the broader community. Two examples of such recommendations were:

...that the school curriculum include education for family life, including sex education.

...that family life courses, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary school through high school and that this formal education emphasize the primary importance of family life....

Still the schools are lagging. School administrators seem to have three fears. The first is public response; it is too controversial; there will be too much criticism. The second problem is how to introduce it into the curriculum. What should be the

⁷White House Conference on Children and Youth Recommendations: Composit Report of Forum Findings, (Washington: U.S. Government Printing Office, 1960), p. 15.

actual procedure of handling this type of education? A third qualm is the question of finding qualified teachers.

II. SCOPE OF PROGRAM

Traditionally, parents have been responsible for the sex education of the children and young people; academic subjects have been left to the formal public schools. And yet, studies have shown that young people obtain their sex information from someone other than their parents. A Purdue Poll of 1,000 teenagers revealed that sex information was gained as follows:

- 32% of the girls and 15% of the boys were informed by parents
- 6% learned from courses in school
- 7% learned from older people not their parents
- 53% of the boys and 42% of girls found out from friends and peers
- 15% pieced together the information they had from other sources
- 56% acquired their sex knowledge between grade six and nine and 18% learned about it between grade one and five
- 88% said they would like more information.⁸

The Couch study showed "...an almost universal complaint was that parents were not able to or did not do an adequate job. They were judged to be uninformed, to be suspicious of their children, to imply condemnation of behavior if information is sought, to act ashamed of the topic, to be shy or embarrassed, evasive or uncomfortable, and unable to cope with the reality that their children are growing up."⁹

⁸Helen Manley, "Sex Education--Where, When and How Should It Be Taught?" Journal of Health, Physical Education, and Recreation XXXV (March 1964), p. 21.

⁹Gertrude E. Couch, "Youth Looks at Sex," Journal of School Health, XXXVII (September 1967), p. 337.

All agencies which touch the lives of children and youth have an obligation to prepare them for their functions as members of a family now, and as potential husbands, wives, and parents later. The school, however, is the only institution which receives all children over a prolonged period. "It has the challenging opportunity and obligation to supplement and contribute to this education and in some instances to offset the unfavorable teachings the child has received from various sources. The school has a definite responsibility for the total education of the child, and this includes the important phase of his living--his sex and family interests."¹⁰

There are many phases of sex education which can and should be taught by the classroom teacher. Sometimes it may be more desirable for the unit to be taught in part by the classroom teacher with the assistance of an experienced resource person. However, "units on human growth and reproduction of a highly technical or personal nature should be taught by a resource person on the staff with whom the children are familiar and who has a fairly extensive background in physiology, anatomy, the birth process, and psychology."¹¹

Besides teaching experience, this instructor must have that very special ability to create for all parties concerned a reciprocal, comfortable, permissive atmosphere. He must be a well-adjusted individual whom the children respect and one who can talk about

¹⁰Manley, op. cit.

¹¹"Growth Patterns and Sex Education," The Journal of School Health, XXXVII (May, 1967), p. 2.

sex and reproduction without embarrassment. The youth in the Detroit Youth Health Conference agreed, "...rather than exactly who could teach them about sex, discussion focused on the kind of a person. Young people felt they had sought, too often unsuccessfully, for someone they could trust, regardless of age, sex or functional role."¹²

All teachers must understand that either a failure to answer student questions or an attempt to "shush" them results in sex education of a negative nature. When answering questions, the classroom teacher must be prepared to use the proper anatomical and scientific terms as casually as she uses the words "eyes, ears, nose," An experienced teacher will find that any question proposed at any grade level can be answered simply, directly, and satisfactorily.

Many authorities would go so far as to say that sex education is only as good as the "attitudes it develops in a child about family life, about marriage, about babies, about other boys and girls, about the way love is expressed, and about one's own body. If a child fails to get a fact, it will not be nearly so serious as if he gets a wrong attitude."¹³

One of the most helpful and successful teaching techniques, suggests the Journal of School Health,¹⁴ is that of permitting

¹²Couch, op. cit., p. 339.

¹³Marion Lerrigo and Helen Southard, Parents' Responsibility, (Chicago: American Medical Association, 1967), p. 16.

¹⁴"Growth Patterns..., op. cit., p. 4.

students to turn in written, anonymous questions before or during various units. These questions will give the teacher insight into the present status of the students' comprehension of subject matter, their abilities, and their anxieties. A unit pre-test would also help determine present status.

Many excellent books, pamphlets, articles in periodicals, films, and film strips are available as teacher and student resource material. A selected list will be found at the conclusion of each level. Listed in the Appendix are agencies where the teacher can obtain much valuable information.

Sex education is not new in the early elementary school curriculum. When the child enters school, the schools have the opportunity of helping him assume his responsibilities for living in a world made up of individuals or groups and of those intimate groups called families. "The teacher of the young child takes him with his good, bad, or lack of sex information, satisfies his curiosity, and relieves any of his anxieties on this subject."¹⁵ Helen Manley suggests the teacher of the kindergarten through third grade students will help them understand that there are sex differences of girls and boys, develop proper terminology in reference to the body, and develop a wholesome attitude toward sex.¹⁶

Many of the facts presented to the observant, fact conscious and fact hungry second and third graders are repeated in more

¹⁵Manley, op. cit.

¹⁶Ibid.

depth during the fourth through sixth grade years. These children are ready for "...scientific and direct teaching in health and are interested in the physiology of their bodies."¹⁷ "Pubertal changes, presented in an objective way before they occur provide an anticipatory learning which later permits discussion of the emotions and feelings that go with these changes in the personal experience of the child."¹⁸

The objectives of the program include helping the students understand the changes that are and will be taking place in their bodies, how growth is dependent upon physiology and inheritance, a growing understanding of the scientific vocabulary, and respect for social customs, family loyalties, and miracle of life.¹⁹

There are two points of view concerning separating the boys and girls during sex education sessions for those students in the intermediate grades. Manley feels that "...it should be taught naturally and not as something unusual."²⁰ The boys and girls should not be segregates. However, a majority of professional educators in Minnesota indicated that in their opinion "...Boys and girls should be in separate rooms for instruction."²¹ In either case, "consideration should be given the intensity of the

¹⁷ Ibid.

¹⁸ Evelyn S. Gendel, "Issue on Sex Education", Topeka, Kansas: State Department of Health, November, 1967.

¹⁹ Manley, op. cit.

²⁰ Ibid.

²¹ Robert J. Hoffman, "The Teachers' View--Should Schools Teach Sex Education?" Minnesota Journal of Education, (December, 1966), p. 12.

subject matter to be discussed, the age group and the adjustability of boys and girls to each other, the students' socio-economic background, their sophistication, community attitudes, and the ability of the teacher involved.²²

Couch, in a report of a Detroit Youth Health Conference in 1966, found that most young persons "...agreed that the greatest emphasis should be placed on sex education in the junior high school years."²³ Manley feels that it should have specific emphasis in the junior high school. The students are in an age of transition. They are eager to assume sex roles, sex tension is acute; there is great interest in body development and sex changes. The youngsters are insecure in their social relationships with the opposite sex. Emotions are explosive, while intellectual maturity is being established.²⁴ "Debate and questions on future dating patterns, personal concerns with appearance, growth differences, trust, values and standards are one dimension of this pursuit."²⁵

Sex education programs in secondary schools are usually conducted either through direct teaching in a specific course or through the correlation of sex education with appropriate units in other subject matter areas.

Darden feels the best approach to sex education is with

²²"Growth Patterns...", op. cit., p. 3.

²³Couch, op. cit., p. 339.

²⁴Manley, op. cit., p. 83.

²⁵Gendel, op. cit., p. 9.

a correlated program.²⁶ It would be developed by incorporating related material pertaining to sex and sexuality into courses in any or all of the following subject matter areas; biology, science, English, home economics, social studies, and physical education. "It must be recognized, however, that sex education confined to a correlated program is destined to reach only limited groups of students."²⁷

Ideally, argues the Journal of School Health, the sex education program should be "...a part of a separate health course required of all students."²⁸ It should be coeducational using the team teaching approach, involving participation by the "...school health educator, school nurse, guidance personnel, school physician, and school psychologist."²⁹

Sex education on the Senior High level is directed primarily toward "...review of growth and development to maturity with consideration of the social, emotional, and physical factors which have influenced the mature individual."³⁰ Dr. Martin Loeb, doing research for the American Social Health Association, points out that "adolescents least apt to be drawn into irresponsible sex are those who respect themselves, believe they can contribute to others and can rely on them, and feel at ease in their sex roles."³¹

²⁶Darden, op. cit.

²⁷"Growth Patterns..." op. cit., p. 83.

²⁸Ibid.

²⁹Ibid.

³⁰Gendel, op. cit.

³¹Lester Kirkendall and Elizabeth Ogg, Sex and Our Society, (New York: Public Affairs Pamphlets, 1966), p. 15.

The subjects of prostitution, illegitimacy, abortion, homosexuality, venereal disease, divorce, incompatibility, etc. can be discussed as to their cause in social, ethical and legal issues.³² Previous learnings in junior high school which identified some of these areas, reinforced with study of the normal development of human sexuality provides the framework for such discussions.

III. CHARACTERISTICS AND NEEDS³³

The characteristics and needs of children and youth are very pertinent to the area of study of sex education. It is an excellent guide in determining the age level to present certain subject matter units. The characteristics and needs that pertain to this study are divided into physical, social, emotional, and intellectual areas, and will be outlined below.

Characteristics of the Primary Grades

Physical - Girls mature faster than boys

Social - Seven and eights begin to have 'girl friends' and 'boy friends'

Emotional - Boys quarrel and use more physical force than girls

Intellectual - Boys like blocks, wagons, running games;
Girls like dolls, playing school, ring games.
Both sexes like to play house.

³²"Planning a Program..." op. cit., p. 8.

³³Edward Smith, et al. The Educator's Encyclopedia, (New Jersey: Prentice Hall, 1961), p. 548-562.

Characteristics of the Intermediate Grades

Social - Boys at nine either think girls are a nuisance or are not concerned about them.

By twelve, boys are beginning to be interested in girls.

Emotional - Both boys and girls are self-conscious about sexual development.

Enjoy being recognized as participants in making family plans.

May have sudden 'crushes.'

Needs of the Intermediate Grades

Physical - For different kinds of play for both sexes.

Social - For adjustment to opposite sex through working in a complementary manner.

To have different kinds of play for both sexes.

Emotional - For adjustment to opposite sex.

Characteristics of the Junior High

Physical - Girls reach sexual maturity one or two years earlier than boys.

Indicate uncertainty with respect to bodies through self-consciousness, eccentricities in posture and gait.

Social - Play in boy-girl groups; boys more reluctant than girls.

Show extreme devotion to a particular boy or girl friend, but are likely to transfer the devotion to a new friend overnight.

Emotional - Boys are troubled when they manifest effeminate characteristics.

Feel inadequate if maturation differs from group average.

Have crushes

Have new inward-looking interest in their own bodies and personalities.

Overt homosexual practices are common for boys, rare for girls.

Needs of the Junior High

Social - To emancipate themselves from family

Emotional - For understanding of vacillating affections.

To relieve feelings of guilt concerning thoughts about physiological changes.

Intellectual - For accurate physiological information regarding growth processes and sexual development.

Characteristics of Senior High

Physical - Secondary sex characteristics develop further.

Social - Boys like girls to be friendly, make a good appearance, and have a sense of humor.

Develop high ideals, dream of better world.

Dislike quietness in opposite sex.

Girls like boys to act manly, dress neatly, and have a good sense of humor.

Show interest in games and sports with members of the opposite sex.

Try to gain status through social activities, exaggerated adult behavior, and use of masculine and feminine artifices.

Emotional - Are developing an interest in opposite sex.

Develop understanding of own sex roles.

Fall in and out of love.

Girls resort to excessive talking, crying, and restless behavior when angry.

Worry that physical changes not normal.

Needs of the Senior High

Social - For acceptance as an adult family member.

For dates with opposite sex.

For greater independence.

To have vocabulary with which to discuss sex.

Emotional - For boys and girls to work together on common projects.

To seek means of associating with opposite sex.

Intellectual - To develop skills in social activities, such as sports and dancing.

IV. DEVELOPMENTAL TASKS³⁴

The following is a discussion of the Developmental Tasks of children and youth that deal specifically with the program of sex education.

One of the values of the concept of developmental tasks is in the timing of educational efforts. "When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come."³⁵ The problem of the educator then is to help achieve certain of the developmental tasks.

³⁴ Robert Havighurst, Developmental Tasks and Education, (New York: David McKay Company, Inc., 1961).

³⁵ Ibid., p. 5.

The developmental tasks of middle childhood (ages six to about twelve years) that pertain to sex education are:

1. BUILDING WHOLESOME ATTITUDES TOWARD ONESELF AS A GROWING ORGANISM.³⁶ The nature of this task includes a wholesome attitude toward sex. There is relatively great parental sense of guilt and embarrassment over sex. The educational implications includes a set of attitudes about sex which permit sex to become a source of pleasure in later life without causing either guilt feelings on the one hand or complete servitude to the sex impulse on the other.

2. LEARNING AN APPROPRIATE MASCULINE OR FEMININE SOCIAL ROLE³⁷ The nature of the task is to learn to be a boy or a girl and to act the role that is expected and rewarded. These teachings are re-enforced when the child identifies with the parent of the same sex in early childhood. Learning a masculine or feminine social role is a recurrent task. It starts with infancy, and becomes most central and perhaps most difficult in our society at adolescence. But even then it is not finally finished. Learning to be a man or a woman is a lifelong task.

The period of adolescence (from twelve to eighteen) is primarily one of physical and emotional maturing. The sex glands ripen, and sex differences widen. The principal lessons are emotional and social, not intellectual.

³⁶Ibid., p. 16.

³⁷Ibid., p. 19.

3. ACHIEVING NEW AND MORE MATURE RELATIONS WITH AGE-MATES OF BOTH SEXES.³⁸ Sexual maturity is achieved during adolescence. Sex attraction becomes a dominant force in the individuals life. Within their own sex they learn to behave as adults; to organize activities, choose leaders, and create a society. With the other sex they learn social skills; how to converse, dance, and play social games. The most potent single influence during the adolescent years is the power of group approval.

4. ACHIEVING A MASCULINE OR FEMININE SOCIAL ROLE.³⁹ Since the masculine and the feminine roles are different in our society, a boy has to accept the idea of becoming a man and a girl has to accept the idea of becoming a woman. Some girls find this difficult to accept. They want a career. Fortunately, our society's definition of the feminine role is broadening to give more satisfaction to girls of this type. The masculinization of women and feminization of men are proceeding so rapidly that "revolution" is not too strong a term to use. But it is important to recognize that sex roles "...are being merged rather than reversed."⁴⁰ In general, sex roles have approached each other and sometimes merged with each other, but there are no social forces which are pushing them past each other. The fact that so many cartoons portray the reversal of the sexes is indicative of stress. They reflect the concern both men and women experience in an era of rapid change.

³⁸Ibid., p. 33

³⁹Ibid., p. 37.

⁴⁰Robert O. Blood, Jr. New Roles for Men and Women, (New York: Association Press, 1963), p. 8.

The normal reciprocity or complementarity of the roles of the sexes breaks down when a modern man encounters an old-fashioned girl or vice versa.

One of the most difficult problems concerning traditional sex roles involves women who would like to assert their individuality, but are in conflict with men and the "biblical notion of male authority."⁴¹ Men, too, have pioneered in feminine directions in choosing traditional "women's occupations" such as nursing, dancing, beauticians, dress designers, interior decorators, or elementary school teachers.

5. ACCEPTING ONE'S PHYSIQUE AND USING THE BODY EFFECTIVELY⁴² The goal is to become proud, or at least tolerant, of one's body; to use and protect one's body effectively and with personal satisfaction. Everyone in our society goes through adolescence with a lively interest in his developing body. He constantly compares himself with his age-mates. Slowness of development is almost sure to be a cause for concern. The secondary school should teach about the physical changes of adolescence, stressing the normality of variability.

6. ACHIEVING EMOTIONAL INDEPENDENCE OF PARENTS AND OTHER ADULTS.⁴³ Probably there is a biological basis for this task in the sexual maturing of the individual. Since the adolescent boy and girl cannot find sexual satisfaction within the family,

⁴¹Ibid., p. 10.

⁴²Havighurst, op. cit., p. 39.

⁴³Ibid., p. 42.

they must go outside the family and establish emotional ties to people of their own age. Boys and girls want to grow up and be independent yet the adult world is strange and complicated, causing them to wish for the continued security of parental protection. Parents want their children to grow up, yet they are afraid of what the world may do to innocent and inexperienced youth. In this confused situation adolescent boys and girls often rebel when parents assert their authority, and then become dependent children just when parents want them to be responsible adults.

7. PREPARING FOR MARRIAGE AND FAMILY LIFE.⁴⁴ The goal is to develop a positive attitude toward family life and having children. The best preparation for marriage and family life is the successful accomplishment of two of the developmental tasks previously described; achieving satisfactory relations with age-mates of the other sex, and achieving emotional independence of parents. The popularity of courses in marriage and the family suggest that they meet a need. They should do at least two things: first, help young people to define in appropriate and workable terms the roles of husband and wife in modern urban society; second, encourage young people to expect a great deal of satisfaction from family life and to be ready to make the necessary investment of time and money to obtain such satisfaction.

8. DESIRING AND ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR⁴⁵
The goal: to participate as a responsible adult in the life of

⁴⁴ Ibid., p. 52.

⁴⁵ Ibid., p. 57.

the community, region, and nation; to take account of the values of society in one's personal behavior. It has been observed that many young people during late adolescence are highly altruistic. They desire to assume social obligations and are ready to think in terms of the good of the community and larger social groups.

9. ACQUIRING A SET OF VALUES AND AN ETHICAL SYSTEM AS A GUIDE TO BEHAVIOR⁴⁶ Some people learn to reason out some values. They analyze behavior, reflect on its possible consequences, and then decide on a desirable course of action. Experience with age-mates is an important source of value formation. Children get the experience of moral autonomy into their games, where they must make and enforce their own rules.

The objectives of sex education most often quoted are from the SIECUS Discussion Guide Number 1, by Kirdendall,⁴⁷

1. To provide for the individual an adequate knowledge of his own physical, mental and emotional maturation processes as related to sex.
2. To eliminate fears and anxieties relative to individual sexual development and adjustments.
3. To develop objective and understanding attitudes towards sex in all of its various manifestations--in the individual and others.
4. To give the individual insight concerning his relationships to members of both sexes and to help him understand his obligations and responsibilities to others.
5. To provide an appreciation of the positive satisfaction that wholesome human relations can bring in both individual and family living.

⁴⁶Ibid., p. 62.

⁴⁷Lester A. Kirkendall, Sex Education (New York: Sex Information and Education Council of the U.S., Inc., 1965), p. 5.

6. To build an understanding of the need for the moral values that are needed to provide rational bases for making decisions.
7. To provide enough knowledge about the misuses and aberrations of sex to enable the individual to protect himself against exploitation and against injury to his physical and mental health.
8. To provide an incentive to work for a society in which such evils as prostitution and illegitimacy, archaic sex laws, irrational fears of sex and sexual exploitation, are non-existent.
9. To provide the understanding and conditioning that will enable each individual to utilize his sexuality effectively and creatively in his several roles, eg. as spouse, parent, community member and citizen.

CHAPTER III

PROGRAM OF SEX EDUCATION

I. ELEMENTARY SCHOOLS

Primary Level

The development of favorable attitudes and the use of correct terminology are most important. The many teachable moments for sex education should be carefully used. Sex attitudes and information can be developed in various phases of the curriculum as health or personal and family living.

Day by day living offers many opportunities to reach the objectives. Routine toilet procedures involve giving correct names of parts of body and bodily functions, and teaching acceptable toilet habits. The genital parts should be named accurately from the very beginning to increase respect for the body by talking about it with respect and to discourage pupils' use of baby and slang terms. The raising and caring for pets at school give children a starting point for asking questions. The teacher, however, should be careful to point out human differences.

Children at these ages have new members in their families. Much of reproduction can be taught around the questions arising. Dramatic play is part of the young child's life; this can be slanted toward good family relations and child's responsibilities. In urban communities, visits to the zoo or a health museum again open up questions through which sex education can be taught. The teacher should encourage students to ask questions and should be prepared to help them find clear, simple, honest answers.

The primary school child is filled with the excitement of being alive. He wants to learn, and he wants to play, and he wants to grow. He himself is interested in moving and in watching things and animals move; he loves stories, dramatics and rhythm, and his chief basis of security is the family. These are focal points in developing any area of the curriculum and deciding on methods of teaching. Growth is of constant interest to the young child. Observations have shown him the different sizes of his classmates and many of his questions are around growing.

The objectives to be accomplished for each child in the Sex Education area would be:

1. To build a wholesome attitude toward sex.
2. To know and understand the sex difference in boys and girls.
3. To know and use the correct terminology in reference to the body.
4. To know the elementary facts of reproduction.
5. To understand and respect all parts of the body which includes the organs of elimination.
6. To discuss with openness and lack of embarrassment the problem of growing up sexually.
7. To understand the nature and purpose of the family, and his obligation to be a good family member, with loyalty, love, and respect.

Bathroom Sanitation. Certain routines in school are strongly connected with preschool family living. The child needs to take care of himself, develop habits of neatness, sanitation, and courtesy to others in the bathroom. These habits begin in the home and should be carried on and improved through the teacher's association with the children at school.

Boys and girls go to the bathroom separately in school,

and children should be helped to understand the wish for privacy as a normal desire, not as an expression of shame. There should be ample opportunity to foster the concept that the private parts of the body are private, but not shameful. Students will exhibit normal curiosity concerning sex differences.

Children will need to learn what actions constitute acceptable behavior in the washroom or bathroom. They need help in making the transition between going to the bathroom alone at home and going in groups when they are at school.

Suggested activities:

1. A trip to both the girls' and boys' bathrooms should be included for all students.
2. While in the bathroom, children may demonstrate the best way to wash and dry their hands. Special emphasis should be placed on essential sanitation habits.

Family Roles. The family is the basic unit of society. Each member of the family has a definite role which he must play in order to provide a natural balance within the home. A contribution must be made by every member of the family in order for a cooperative and cordial atmosphere to exist. Love and respect are nurtured by real patience and understanding of one another.

Men's and women's roles are no longer as clearly defined as they once were. Their roles in our society have changed considerably. Despite these changes, there are differences between the sexes and the roles nature and society expect them to fulfill, and it's important that we help our children recognize these differences and to realize they are essential and good. We want our children to grow up to be adults capable of giving and receiving love and of finding fulfillment and happiness as wives and husbands,

as mothers and fathers. They can achieve this kind of satisfaction only if they are satisfied with their own sex role.

In general, there are certain characteristics and responsibilities that most associate with each sex. We usually expect the American male to:

Be strong, independent, and protective

Be more aggressive than females, and more powerful physically.

Be dominant in athletics, politics, and business.

Make good on the job.

We usually expect the American female to:

Possess the traditional womanly qualities of tenderness, softness, and understanding.

Be attractive.

Be able to manage money and household affairs.

Rear children.

Participate in the life of the community.

Earn a living, if necessary.

A wise teacher can help a child understand his own role and can serve as a model of masculinity or femininity.

Suggested activities:

1. All kindergarten rooms should have adequate play furniture to provide an opportunity for the concepts of healthy family relations to develop. Role playing by children will be automatic.
2. Discuss how the various members of the family contribute to successful family living.
3. Collect and display pictures of ways each person helps in the family.
4. Discuss how to show proper respect to their parents and other family members.
5. Have students act out proper manners to a given situation.

Understanding Growth and Reproduction. Growth is natural in all things. Plants, animals, and humans have many similar stages of growth which should be observed over a reasonable period of time. These all originate as a seed or an egg and grow at different rates. During discussions in the classroom, comparisons should be made among plants, animals and humans as to their similarities and differences. Every animal must have a mother and a father. Different kinds of animals feed their young in different ways, birds bring food to their young while mammals breast-feed their young.

Young mammals have a need for a home, food, and parental care. The amount of parental care varies for different mammals and the human child requires the greatest care because of the complexity and number of things which he must learn to become a useful member of his society. Caring for animals in the classroom, incubating chickens and observing litters of mammals will help answer some questions and suggest others.

Suggested activities:

1. Plan a field trip to a farm or a zoo in the spring to observe animals with their young.
2. Children might collect cocoons, frogs, tadpoles, to be used in illustrating the ways lower forms of animal life reproduce and grow.
3. In the kindergarten use day-old chicks as animals of rapid growth.
4. A knowledge of the parts of the body and human growth are important for children to understand the changes taking place within their own body.
5. A bulletin board could be used to display photographs the children have brought of themselves as babies as a growth comparison.

6. Discuss the parental care of babies in their own homes.

7. Have children collect pictures showing the different kinds of homes used by animal and bird life.

8. Chart the developmental stages of different kinds of animal life. (When did they first walk, feed themselves, leave their homes.) Discuss the reasons for the various amounts of time needed for full development of different kinds of animal life.

Strangers. Children should learn that it is dangerous to accept rides from strangers and should know what to do if a stranger should offer them a ride to or from school. They should be helped to recognize while some people really are trying to be kind in offering rides, others are not. The teacher should be sure to instill an attitude of caution in students by taking a definite stand against accepting rides from strangers. However, it is possible that such instruction will lead to the development of a general distrust of all persons. This hazard should be recognized, and specific efforts should be made to help children make critical distinctions.

Suggested activities:

1. Role-playing situations or skits may be used to dramatize what a child should do if offered a ride by a stranger.

2. Children may be helped to develop their own safety rules.

Vocabulary. By the end of the third grade the children should have a working knowledge of the following words. Questions should be answered with the proper anatomical and scientific terms so that children begin early to accept and to use these terms.

Abdomen

Bowel movement (BM)

Breast

Buttocks

Elimination

Embryo

Female	Fetus
Germinate	Growth
Male	Mammal
Navel	Nipple
Nurse	Penis
Pregnant	Reproduce
Sterilize	Testicles
Urinate	Vulva
Weaned	

Resources for Students and Teachers

Primary Level

Books and Pamphlets for Teachers

American Medical Association, "The Miracle of Life," American Medical Association, Chicago, 1966.

Blough, Glenn O., Animals and Their Young, Row, Peterson, and Co.

Child Study Association, What to Tell Your Children About Sex, Pocket Books, Inc.

—, "When Children Ask About Sex," Child Study Association, New York, 1953.

Gruenberg, Benjamin and Sidonie M. The Wonderful Story of You, Garden City Books, 1960.

Hymes, James, "How to Tell Your Child About Sex," Public Affairs Pamphlet No. 149, New York, 1949.

Lerrigo, Marion O. and Helen Southard, Facts Aren't Enough, American Medical Association, 1963.

Levine, Milton I. and Jean H. Seligmann, Helping Boys and Girls Understand Their Sex Roles, Science Research Associates, 1953.

McClung, Robert M. All About Animals and Their Young, E. M. Hale and Company,

Meilach, Dona Z. A Doctor Talks to 5-to-8 Year Olds, Budlong Press Company.

Charts

Scott, Foresman and Company. Beginning the Human Story: A New Baby in the Family. Glenview, Illinois: Scott, Foresman and Company, 1967.

Books and Pamphlets for Boys and Girls

Bauer, W. W., Just Like Me, Scott, Foresman and Company, Chicago.

Gruenberg, Benjamin and Sidonie, The Wonderful Story of You, Garden City Books, Garden City, New York, 1960

Gruenberg, Sidonie, Wonderful Story of How You Were Born, Doubleday and Company, New York, 1952.

Health Education Service, "The Gift of Life," Mental Health Association, New York.

Irwin, Leslie. Growing Every Day, Lyons and Carnahan, Chicago, 1965.

Levine, Milton and Jean Seligmann, "A Baby is Born," Golden Press, New York, 1963.

Meilach, Dona Z. A Doctor Talks to 5-to-8 Year Olds. Budlong Press, 1966. (Available only through physicians)

Stanger, Margaret, "A Brand New Baby," The Beacon Press, Boston, 1959.

Films - Film Strips

"Mother Hen's Family" (The Wonders of Birth). Chicago: Coronet Instructional Films, 65 E. Southwater. 10 minutes.

Shows how eggs are hatched by hens. Depicts a small boy with the help of his father following the process from the laying of the eggs to the hatching of chicks. Shows the boy recording on a calendar the time of setting to the day of the hatching of the young chicks.

"Human and Animal Beginning" Henk Newenhose, 1017 Longaker Rd. Northbrook, Illinois.

A delightful film showing the reproduction of ducks, fish, rabbits, and human beings.

"Growing Up Day By Day" Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois.

Explains the principles of physical, mental social, and emotional growth to children by comparing members of a group of eight year olds at a birthday party. Points out that children need exercise, rest, and balanced diet in order to grow properly. Explains that actions should vary at different ages and that as a child grows older he should learn to do more for himself and others.

"How Babies are Made" Creative Scope, Inc., 509 5th Ave., New York, New York.

Thirty-four slides explaining reproduction from plants to human beings.

Intermediate Level

The years between childhood and puberty bring rapid mental growth to the child. This is a period of high curiosity, alertness, and eagerness to know. Children now are fascinated by their bodies, and are ready for scientific and direct teaching in the processes of total health. There is also increasing awareness of sex which is sometimes accompanied by exploration and shocking words. Boys and girls are beginning to accept their sex roles. The girl is very interested in other girls and developing skills associated with women while the boy has a strong identification with the boys of his age and generally leaves girls to play by themselves. He has serious thoughts on sex and is apt to acquire false information from older boys, so education which would precede and counteract this misinformation is very essential. The child should acquire at this time the details of sex, related to reproduction and to his sex identity. At this time the girls and boys are less aware of each other than in later years and can receive this information very objectively.

Children's questions should be answered as they arise and the answers should be accurate, and the subject treated naturally and sincerely. Sex education however, needs added emphasis and some direct teaching in the years from ten to twelve. This may be placed in any area of the curriculum as health, science, or social science and stressed in the fourth, fifth, and sixth grades. In each of these grades which emphasis is given would depend on the maturity of the children and the total curriculum.

If the area of reproduction is highlighted in the sixth

grade, then the fourth and fifth grades may be spent in developing the physiological background needed to understand reproduction. During these years questions will constantly arise for discussion, and there will be many teachable moments for sound sex education.

Some sections concerning this intermediate level should be sex-segregated. Most pubescent girls resent having boys know everything about them. This reaction is normal and is part of the delicately balanced feminine protective system which girls need during adolescence. Boys are not quite as sensitive. However, they, too, have reservations concerning some elements of their masculinity. Educators need to respect and to cultivate this dignity that is present in nearly all persons.

Boys prefer having parts of this unit presented to them from a masculine point of view just as girls appreciate having certain sections presented with a feminine point of view. This contributes to the acceptance of their changing physiological appearance and function. This is not to say that menstruation should not be taught to boys, only that certain topics are better handled in groups where the boys and girls are separated. Sections preceded by an asterisk should be taught in classes separated by sexes.

It is of extreme advantage to the children and the school that the parents understand this program. The boys and girls should always be advised to talk with their parents. Since sex education is part of the curriculum, no permissions for a child to participate should be asked.

The objectives to be accomplished in this preadolescent,

intermediate level are:

1. To continually stress a wholesome healthy attitude toward sex.
2. To develop a scientific vocabulary which permits a dignified discussion of natural processes.
3. To encourage a frank discussion and to assist students in finding answers to their questions.
4. To give honest answers to questions arising.
5. To develop knowledge of the basic physiology of the human body.
6. To develop understanding of the changes taking place in the growing bodies, and the variance in the rate of growth and maturity in individuals.
7. To continue to develop the appreciation of the family as the basic unit of society and the responsibility and loyalty toward the family unit.
8. To help in the task of assuming sex roles.
9. To develop respect for and acceptance of social relationships.
10. To appreciate and respect the miracle of life.

Background physiology. This is a necessary building block of a sex education program. It would be appropriate in several areas of the curriculum during the fourth and fifth grades.

A basic understanding of the functions of some of the systems of the body (digestive, excretory, endocrine, circulatory, skeletal, and muscular) will provide a foundation for further sex education. For example, sex differences in the skeletal system should be discussed and the endocrine system's importance to growth and sexual maturation. The structure and function of cells, tissues, and organs are important background knowledge to the study of the reproductive system. Thus, the teacher of science or health needs to be aware of areas that could be correlated with sex education.

Heredity. Many physical characteristics are determined by heredity, e.g.: potential height; body build; coloring of skin, hair, eyes; blood types; whether hair is curly or straight. A study of how heredity affects growth patterns and rates of growth between boys and girls may relieve some worry about these differences now and later. The characteristic determinants, chromosomes and genes, should also be studied at this level.

Suggested activities:

1. Each student make a list of his inherited characteristics and then trace these characteristics as far back through his family as possible.
2. A study of hybridization of crops would be meaningful for rural children.

Being a Better Family Member and Friend. Although the students are depending less upon the family, they still have very strong ties to the family group. It is important to cultivate an appreciate of family and friends to carry over the difficult adolescent years.

Suggested activities:

1. Discuss and compile a list of family duties for which fourth graders are able to assume responsibility.
2. Students can learn how to set a table correctly, using the essentials.
3. Compile a list of duties or responsibilities carried out by each member of the family.
4. Conduct buzz groups on: how to be a good friend, qualities we admire in our friends, etc.
5. Dramatize situations such as: introducing the people to one another, visiting a friends home, how to answer the phone, table manners, etc.

*Menstruation. Generally, the first menstruation occurs between the ages of eleven and fourteen. However, some girls

menstruate as early as nine and a few are delayed until as late as twenty or older. Since it is possible that a student may begin menstruating at nine, menstrual hygiene should be given to the girls during the fourth grade year. Boys this age are not yet mature enough to accept this process, so for them it should be delayed until fifth or sixth grade. The separation of sexes for this area of sex education should be carried out naturally within a subject that is already established as separate, perhaps physical education.

The teacher's most valuable service to the growing girl is to give her facts and instill positive attitudes about menstruation and help her find confidence and pride in growing up. One of the basic ways of doing this is to stress the normalcy of menstruation; women all over the world menstruate; it is not an illness, but a vital part of being a woman. The normalcy of individual patterns, too, should be emphasized.

Suggested activities:

1. Several good films and pamphlets are available that would be excellent aids in this study.

Emotional Behavior. The home atmosphere is dictated by the emotional response of each member of the family at a given time. There fore, acceptable methods of expressing fear, anger, joy, excitement, rejections, etc., are necessary to maintain proper relationships with other members of the family.

As the body begins to change, the students will also notice other changes. Whey the sudden rapid shifts in mood, from happiness one day to the "blues" the next? Why are they so intense? The student needs to understand that, like the development of the body

these emotional "growing pains" are completely normal. This moodiness of early puberty is caused partly by hormonal changes, and is partly the result of the natural conflicts and problems of growing up.

Not only is it important to find acceptable methods of expressing emotions, it is also important to develop emotional control. Following hand-in-hand with this concept is respect for self and others.

Suggested activities:

1. Dramatize acceptable and unacceptable ways to express the different feelings of emotion in the home.

2. Discuss ways the emotions may be released in school and other public places.

3. To learn how the effects of emotions on the digestive system were discovered, one or two students might read and report to the class on the following articles:

Dunlop, Richard. "Dr. Beaumont's Strange Partner." Today's Health, Vol XL, (February, 1962) p. 26-27.

"A Window to the Human Stomach." Today's Health, Vol. XLIII, (January, 1965) p. 88.

4. The teacher might develop and read to the class open-ended stories pertaining to realistic situation in which emotions are generated and several behavior alternatives are possible. Then, each student might write an appropriate ending to the story.

5. Discuss the implication of the admonition to boys in our culture that "boys don't cry."

*Changes in the Male and Female Reproductive Organs. (Sixth grade) A greater understanding of the changes taking place in one's body during puberty should be understood. Reasons for the body changes and why they are necessary for maturation must be stressed in a wholesome and positive way.

The material to be taught in this unit includes: (1) the

male reproductive organs, their growth, functions, and care (penis, testes, scrotum, sperm, urethra, seminal emission), (2) the female reproductive organs, their growth, functions and care (ovaries, uterus, vagina, Fallopian tubes, ovulation and menstruation), and (3) conception and pregnancy (ovulation, mating, cell division and differentiation).

Suggested activities:

1. Excellent pamphlets and films are available for use during this unit.
2. Unhurried question and answer periods should be permitted throughout this unit to alleviate embarrassment and to eradicate misconceptions.
3. Models and other visuals are highly useful in this unit.

The Baby. Parenthood is the greatest gift in life, and reproduction is the privilege of a man and his wife. This is the ideal place to emphasize the miracle of life and the ability of one fertilized cell to multiply and the cells' differentiation. The Dickinson Birth Atlas or slides are excellent materials in illustrating embryonic and fetal development. Also include the function of the placenta, umbilical cord, and amniotic fluid.

Suggested Activities:

1. Be certain to allow time for all questions in order to eliminate tension, clear misconceptions, and time to instill positive attitudes.

Vocabulary. By the end of the sixth grade, the young people should have a working knowledge of the following words. It is important to use the correct terms with students.

Abdomen	Bladder	Breeding
Adolescent	Born	Caesarean
Anus	Breast	Chromosomes

Conception	Hormone	Pituitary
Egg	Incubator	Pregnant
Elimination	Intercourse	Pre-adolescent
Embryo	Male	Puberty
Endocrine	Mammal	Rectum
Fallopian Tube	Mating	Reproduction
Feces	Menstruation	Scrotum
Females	Multiple Births	Sperm
Fertilize	Navel	Testes/Testicles
Fetus	Nipple	Twins--Siamese
Fraternal	Nocturnal	Umbilical
Foreskin	Ovary	Urinate
Genes	Ovum	Uterus
Genitals	Placenta	Vagina
Glands	Penis	Vulva
Hatch	Pelvis	Womb

Resources for Students and Teachers

Intermediate Level

Pamphlets for Boys and Girls

American Medical Association, "The Miracle of Life," American Medical Association, Chicago, 1966.

Health Education Service, "The Gift of Life," Mental Health Association, New York.

Lerrigo, M. and Cassidy M. "A Doctor Talks to 9-12 Year Olds," Budlong Press, Chicago, Illinois, 1964. (Available through physicians only)

Lerrigo, M. and Southard, H. "A Story About You." American Medical Association, Chicago, Illinois, 1962.

Pamphlets for Girls

American Medical Association, "Why Girls Menstruate," American Medical Association, Chicago, 1964.

American Social Health Association, "Girls Want to Know," American Social Health Association, New York.

Kimberly-Clark, "Very Personally Yours" and "Your're A Young Lady Now," Kimberly Clark, Neenah, Wisconsin.

Personal Products Company, "Growing Up and Liking It," Personal Products Company, Miltown, New Jersey.

Scott Paper Company, "World of A Girl," Scott Paper Company, Home Service Center, Philadelphia.

Tampax, "Accent on You" and "It's Time You Knew," Tampax Inc. New York.

Pamphlets for Boys

American Social Health Associations, "Boys Want to Know," American Social Health Association, New York.

Hayes, M. V. "A Boy Today--A Man Tomorrow," Optimists International, 1961 Revision, St. Louis, Missouri.

Manley, Helen, "A Boy Grows Up," Social Health Association, St. Louis, Missouri.

Books and Pamphlets for Teachers (all listed on previous page, and)

Child Study Association, What to Tell Your Children About Sex,
Child Study Association, Pocket Books, Inc.

Johnson, Eric. Love and Sex in Plain Language, Lippincott Press.

Levine, Milton and Jean Seligmann, Helping Boys and Girls Understand Their Sex Roles, Science Research Associates, 1953.

Films - Filmstrips

"Miracle of Reproduction." Sid Davis Production, 1418 N. Highland Ave., Hollywood 2, California. 15 minutes B&W.

A very popular film that traces the growth and development of the human being through that of other forces of nature; as bees, fish and cows. It is soft, spiritual production... excellent for the fifth grade.

"Human Growth." E. C. Brown Trust, 220 S.W. Alder, Portland 4, Oregon. Color--19 minutes.

A 7th grade class views and discusses an animated film which traces reproduction. The film stimulates discussion.

"Human Heredity." E. C. Brown Trust, 220 S.W. Alder St., Portland, Oregon. 20 minutes.

Uses live-action photography and animation with touches of humor to present basic facts and principles concerning human heredity and the influence of culture and environment on behavior and attitudes. Shows identical twins and explains through animation how physical characteristics can be determined through the laws of heredity.

"Boy to Man." Churchill Films, 6671 Sunset Blvd., Los Angeles, California. Color--16 minutes.

This film shows changes of the adolescent from the obvious physical growth to the complete glandular development. This film is directed to boys 11-14. Can also be shown to girls.

"Girl to Woman." Color--18 minutes.

A companion to Boy to Man film. The film shows the physical changes during adolescence in both the boy and the girls, and shows the range of normal growth. It stresses the entire development, ties sex and the physical changes into general health.

"World of A Girl." Scott Paper Co., International Air Port, Philadelphia, Pa. Color--20 minutes.

This film has beautiful photography and give the 11-14 year old girl an image of the feelings and thoughts of the American girl in the process of growing up and living happily with menstruation. The menstrual cycle is well explained through animation.

"Story of Menstruation." Kimberly-Clark Corp., Neenah, Wisconsin. Color--10 minutes.

Delightful Disney animated film, showing causes and characteristics of menstruation.

"It's Wonderful Being A Girl." Personal Products, Milltown, N. J. 20 minutes--Color.

This fine film tells the story of menstruation. It presents a fine philosophy of being a girl.

"Human Reproduction." McGraw-Hill Films, 330 West 42nd Street, New York. 20 minutes color or black/white.

This excellent film offers an objective, scientifically accurate, and biologically correct analysis of the structure and function of the male and female reproductive organs, the fertilization process, the development of the fetus, the birth process, and the responsibility involved in the act of human reproduction. (Use for 6th grade and above)

"Especially for Boys." Henk Newenhouse, Inc., 1825 Willow Rd., Northfield, Ill. 47 frame/record.

Developed to help boys develop basic understanding and wholesome attitudes about human growth and reproduction. Concepts include an overview of normal pubertal changes, processes by which egg and sperm function in continuation of life, and development of human being.

II. SECONDARY EDUCATION

Junior High Level

The early adolescent is truly in a transitional phase. Bodies are in varying states of maturity and interest changes almost daily from childish pursuits to adult desires. Boys and girls are very conscious of each other, and again, the interest varies from that of a group of the other sex, to interest in one particular boy or girl.

The development of the primary and secondary sex characteristics given the youth a definite awareness of his sex. He wants to assume his sex role, but needs assurance and confidence that he can handle boy-girl relations, and that he is accepted by his peers.

It is recommended that health education be taught as a subject separate from science in all upper grades. As in the fifth and sixth grades, most of the material can be discussed in mixed classes. Hearing the point of view of the opposite sex is very helpful to teenagers. However, to get to the depth of the student's personal problems it is recommended that the opportunity for separated sessions be offered. Pubescent changes make boys and girls emotionally aware of the opposite sex, and discussions of a very personal nature in co-educational classes can be painful to some because of a strong tendency to self-identify with the general discussion. This sensitivity is found far more frequently in girls than boys because of the very nature of their sexuality.

In the seventh and eighth grades there should be some greater depth study of masculine and feminine roles in our society

to foster an appreciation of these roles in those who are becoming adults. Seventh and eighth grade students have many characteristics in common, therefore health education curriculum planning for these grades should concentrate on these needs. Personality problems and personal appearance take priority over specific boy-girl relationship problems in the seventh grade. Interest in boy-girl relationship increases at the eighth and ninth grade level, and there are some very significant questions asked concerning dating, kissing, marriage, and reproduction.

The sex education curriculum in the junior and senior high school is conceived to present factual information about human reproduction and to give opportunities to discuss the moral issues involved in human sexuality as it operates within the family institution. The ultimate concern is more with the role of sex than with the facts of reproduction.

The objectives of this unit are:

1. To develop mature, objective attitudes towards sex.
2. To help boys and girls allay fears and worries by acquiring scientific background on growth and sexual maturity.
3. To establish a respect for human relationships and social mores.
4. To encourage youth to discuss sex in a scientific dignified fashion and talk frankly and without embarrassment.
5. To develop fine family relations now and high ideals for their future families.

Growth. Every one in our society goes through adolescence with a lively interest in his developing body. He constantly compares himself with his age-mates. Slowness of development is almost sure to be a cause for concern. The girl asks herself why

her breasts are not developing. The boy is worried because his genitals have not grown as much as those of the other boys he knows. Shortness in a boy, tallness and large feet in a girl, are often causes of concern. Both sexes are worried about crooked teeth, acne, obesity, and many other physical characteristics which they may define as inferior. It is a rare youngster who is never worried during this period with the question: "Am I normal?".

The purpose of this unit then is to become proud, or at least tolerant, of one's body; to acquaint the boys and girls with the changes to expect, the change in bodily proportions, unevenness in growth, and puzzling variations. The boys will need to be aware of the growth of beard, hair on the body, increased musculature, change of voice, and newly activated sweat glands, as well as development of reproductive organs and emissions.

Girls need to be aware of a figure change, widening of the hips, breast development, and growth of hair, in addition to fuller development of the reproductive organs and review of menstruation.

Both boys and girls need guidance concerning skin care and personal hygiene. With sweat glands beginning to function and awareness of perspiration odor it is particularly important to include good health habits in this discussion.

Suggested activities:

1. Excellent films are available concerning good grooming.
2. Also use films showing changes of the adolescent in connection with the next unit.

*Physiology of Reproduction. A review of male and female reproductive processes is important in the Junior High Level, so that the students, now more mature, may have any questions answered and misunderstandings corrected. The student will need this basic knowledge before he can progress to understanding changing emotions and feelings. They should be given opportunity to turn in anonymous questions which, in turn, should be given honest, simple, straightforward answers. The following topics may be discussed and reviewed: male reproductive organs, female reproductive organs, maturation of the spermatazoa, ovulation, menstruation, intercourse (privilege of married people in our society), fertilization, pregnancy, birth of the baby, and miscarriage.

Suggested activities:

1. Preview, show, and discuss such films as
 - a. Human Reproduction
 - b. Human Growth
 - c. Human Body: Reproductive System
2. A frank, open discussion should be held concerning the misuse of sexual relations outside marriage and its possible consequences.
3. Distribute and study the booklet, Finding Yourself. Discuss its various chapter materials.
4. If possible, a field trip to the Kansas Health Museum, Halstead, Kansas. Human Growth and Development lecture.

Growth and Birth of a Baby. Questions such as "how does a complete human develop from a single cell?", "what happens when the ovum is fertilized?", "what determines the sex of a baby?" and many others will be answered during this unit. Stages in the development of the human embryo and fetus are particularly interesting for this age group.

Suggested activities:

1. The Dickinson Birth Atlas or slide are excellent materials for use in illustrating embryonic and fetal development and the birth process.
2. "Drama of Life Before Birth" from Life, April 30, 1965 is especially fine.
3. Unhurried questions and answer periods should be permitted throughout this unit to eliminate tensions, to eradicate misconceptions and to help the teacher evaluate attitudes.
4. The students may be interested in making a list of "old wives tales" concerning pregnancy and growth of a baby.

Inheritance. A basic understanding of chromosomes and genes should be the goal of this unit. The students need to be made aware of inherited and acquired traits so they may better understand and accept themselves.

Suggested activities:

1. Discussion of multiple births.
2. Students could list sex-linked characteristics, such as color blindness and hemophilia.
3. Interested students might search for information concerning dominant and recessive traits and list them.
4. Students might trace a personal trait back through as many generations as possible.

Family Relationships. A study of various types of family structures will be made, but more emphasis placed upon monogamy. The purposes and functions of each family as well as responsibilities of each family member will be studied.

Boys and girls want to grow up and be independent, yet the adult world is strange and complicated, causing them to wish for the continued security of parental protection. Parents want their children to grow up, yet they are afraid of what the world may do to innocent and inexperienced youth. In this confused

situation adolescent boys and girls often rebel when parents assert their authority, and then become dependent children just when parents want them to be responsible adults.

Suggested activities:

1. Discuss ways in which various members of a family can and do express their love and concern for one another.
2. List family responsibilities for each member.
3. List those pressures which are placed upon students by adults and which they resent. Collect the lists and use them as the basis for an open forum.

Boy-Girl Relations. The orientation to this unit should include "What is meant by the term dating," and "kinds of dates," The students, in this early study, will be concerned with such things as: How to ask for a date, how to accept or refuse, how old should I be before I begin to date, and general boy-girl courtesies. A study of behavior and responsibility in dating would follow. This is a very important phase of sex-education for the best preparation for marriage and family life is achieving satisfactory relations with age-mates of the other sex.

Suggested activities:

1. Role-play a situation in which an eighth grade girl wants to start dating and her mother insists that she is too young.
2. Discuss and compile a list of courtesies that men and women in our culture exhibit toward each other and discuss the reasons behind these courtesies.
3. Have a student panel discussion about the responsibilities of young men and the responsibilities of young women in dating. The panel should be composed of both boys and girls.
4. If students have submitted written questions about their dating problems, much meaningful learning can result through a class consideration of these problems and discussions of appropriate solutions of them. The teacher might use several problems as the basis for developing "Dear Ann Landers" letters

to be read to the class for the purpose of eliciting their ideas about ways in which these problems could be handled.

5. Discuss a code of dating.

Venereal Diseases. Even though syphilis and gonorrhea must be studied as diseases, their sociological implications must also be thoroughly studied and discussed. The cause, how transmitted, signs and symptoms, treatment, and results of failure to seek treatment must be included in such a study.

Suggested activities:

1. Preview, show and discuss the film "A Quarter Million Teenagers."
2. Use State Health Department free pamphlets.
3. Develop a panel discussion on why venereal diseases are a teenage and young adult problem.
4. Write reports on why venereal diseases are on the rise.

Masturbation. Masturbation is of concern to parents and teachers. Medical opinion is generally agreed today that masturbation produces none of the harmful physical effects about which physicians warned in the past. However, many young people have suffered psychologically from a guilt feeling. Teachers need to help them dissipate their fears and anxieties. As with other functions, they need to understand that this is not acceptable public behavior, and needs control.

Homosexuality. Homosexuality is considered by most people to be a form of mental illness which can be treated and often cured. It will be stressed that children should stay away from men or women who approach them in an overfriendly manner; who try to touch them or persuade them to meet in some secret place.

Suggested activities:

1. Preview, show, and discuss such films as:

"Girls Beware." This film describes situations that girls may get into by placing or answering ads to do baby sitting for persons unknown to them. Boys should be aware of these problems, too.

"Boys Beware." The problem of homosexuality and how boys are approached by persons who may have this problem is dealt with in this short, but informative film. It should be brought out by the teacher that the same problem exists for girls with women called "Lesbians".

Vocabulary.

Abdomen	Ejaculation	Mating	Prostate gland
Adolescent	Erection	Masturbation	Puberty
Abortion	Fallopian	Menopause	Scrotum
Amniotic fluid	Fertilization	Menstruation	Seminal vesicle
Caesarean	Fetus	Nuclei	Sperm
Cervix	Fraternal	Ovary	Sterile
Chancre	Gland	Ovulation	Syphilis
Chromosomes	Genes	Ovum	Tampan
Clitoris	Genitals	Pelvis	Testes-testicle
Conception	Gonorrhea	Placenta	Twins-Siamese
Contraceptives	Heredity	Penicillin	Umbilical cord
Congenital	Homosexual	Penis	Uterus
Contraction	Hymen	Petting	Urethra
Egg	Infatuation	Physiology	Vagina
Embryo	Intercourse	Pituitary	Venereal
Emission	Labor	Premature	Womb

Resources for Students and Teachers

Junior High Level

Pamphlets for boys and girls

Bauer, W. W., Moving Into Manhood, New York: Doubleday and Co. Inc., 1963.

_____, and Florence M. Bauer, Way to Womanhood, New York: Doubleday and Co., Inc., 1965.

"Drama of Life Before Birth", Life, April, 1965.

Duvall, Evelyn Millis. Love and the Facts of Life. New York: Association Press, 1967.

Facts About Syphilis and Gonorrhea, Kansas State Board of Health.

Gottlieb, Bernhardt S. What A Boy Should Know About Sex, New York: Bobbs-Merrill, 1960.

Gottlieb, Bernhardt S. What A Girl Should Know About Sex, New York: Bobbs-Merrill, 1960.

Hayes, M. V. A Boy Today...A Man Tomorrow. St. Louis, Missouri, Optimist International, 1961.

Johnson, Eric. How to Live Through Junior High School, Philadelphia: J. B. Lippincott, 1959.

_____, Love and Sex in Plain Language, Philadelphia: J. B. Lippincott Co., 1965.

Kirkendall, Lester A. Finding Out About Ourselves, Chicago: Science Research Associates, 1956.

Lerrigo, Marion and Helen Southard, Finding Yourself, Chicago: American Medical Association, 1961.

Miracle of Growth. University of Illinois Press, Urbana, Ill: University of Illinois Press, 1950.

Miracle of Life, Chicago, American Medical Association, 1966.

Strictly For Teenagers, United States Department of Health, Education, and Welfare, Washington D. C.: U. S. Government Printing Office.

Venereal Disease is Still A World Problem, American Medical Association, 1965.

Books and Pamphlets for Teachers (all listed on previous page, and)

Facts Aren't Enough, American Medication Association, Chicago: 1962.
Homosexuality, Isadore Rubin, SIECUS publication.

Levine, Milton I. and Jean Seligmann, Helping Boys and Girls Understand Their Sex Roles, Chicago: Science Research Association, Inc., 1953.

Reiss, Ira L. (ed.) "The Sexual Renaissance of America, "The Journal of Social Issues, Vol. XXII No. 2 (April 1966).

Venereal Disease Education, Kansas State Board of Health, Topeka, Kansas.

What to Tell Your Children About Sex, Child Study Association, Pocket Books, Inc.

Films - Filmstrips

"Human Reproduction." McGraw Hill Inc., Text-Film Division, 330 West 42nd St., New York, New York. 21 minutes Color. New Revised Edition, 1965.

Models and animated drawings illustrate the structure and functions of the male and female reproductive organs, fertilization, development of the fetus, the birth process, and the responsibility involved in the act of human reproduction. Also discussed are the processes of ejaculation, ovulation, menstruation, and the actual birth process. Live actors show a doctor presenting the newborn to the mother. The responsibility involved in the act of human reproduction is stressed.

"A Quarter Million Teenagers." Churchill Films, 662 North Robertson Boulevard, Los Angeles, California. 16 minutes Color.

An important and authoritative film on the physiological aspects of VD, designed specifically for the teenage audience among whom VD has been increasing sharply. Both gonorrhea and syphilis are explained in detail; how the organisms enter the body, how the disease affects tissues and organs, how they may be recognized. The need for treatment is stressed.

"Boy to Man." 16 minutes.

A new film showing changes of the adolescent from the obvious physical growth to the complete glandular develop-

ment. While this film is directed to boys 11-14, it can also be shown to girls. All the elements of good health are tied in with the growing process.

"Boys Beware." Sid Davis Product, 1418 N. Highland, Hollywood California. 10 minutes, Black and White.

Four cases of the various approaches of the homosexual are shown and the problem presented without offense.

"Girl to Woman." 18 minutes.

A companion to "Boy to Man" film. The film shows the physical changes during adolescence in both the boy and girl, and shows the range of normal growth. It stresses the entire development, ties sex and the physical changes into general health.

"Girls Beware." Sid Davis Product, 1418 N. Highland, Hollywood California. 10 minutes, Black and White.

Four cases are presented here, the do's and don'ts of baby sitting and the cautions in pick-ups and dating older boys are stressed.

Senior High Level

Senior High School boys and girls are rapidly achieving maturity. Boys generally have caught up with girls in height; and sexual maturing with the accompanying processes of menstruation, ejaculations, seminal emissions and erections, have brought strong interest and concern to these young people. In this period of independence and casting off of home ties, the adolescent must get the scientific answers to his questions and help in establishing his basic philosophy of life from the schools. His task of becoming an adult in today's world and reaching his ideals and objectives is a stupendous one. He lacks personal security, social adequacy and is confused on acceptable standards of behavior. He must know that sex is not something to be ashamed of and to be discussed only behind closed doors, and that this strong physical drive also influences his life socially and spiritually and requires control and direction.

Ideally, the sex education program should be a part of a separate health course required of all students. The setting should be co-educational. It is important that students be exposed to both men and women teachers. This will strengthen their understanding of the differences between male and female emotional needs. For example, girls need to understand the honest, aggressive nature of the male, and boys should understand that a female usually needs a deep emotional involvement and commitment in order to give fully of herself. If, however, a separate course is not possible, the program could be designed for 10 one-hour sessions in grade ten and ten one-hour sessions

in grade twelve. These sessions may be organized to fit the program of the individual school.

Most tenth and eleventh graders characteristically are more concerned about their psycho-social development than about either the mechanics of body functions, choosing a life partner, or the responsibilities of marriage. Therefore, it is necessary to teach the units from the standpoint of their major concerns, being ever-mindful of the basic characteristics of the adolescent and his sub-culture. On the other hand, twelfth graders are looking forward to marriage. Many of the students will be married soon after graduation, and feel a real need for a family living, preparation for marriage course. For some, it is the last opportunity to correct any misinformation the students may have.

Teenagers appreciate and respond to the teacher who has the ability to accept them as they are and to treat them with respect as individuals. They equally appreciate and respond to the teacher who is a constructive example to them and who never underestimates the influence he has upon them.

Boys this age need to understand that most adolescent girls have a relatively limited or moderate genital response to necking and petting, that they rarely build up pressures which demand coital relief. Girls, on the other hand, need to know that sexual stimulation produces in the boy a localized, genital excitation and that pressures do build up which are frequently overpowering in their demand for relief through sexual intercourse and ejaculation. The psychological commitment found in girls

following sexual intercourse is rarely, if ever, found in adolescent boys.

At the secondary level the use of a pre-test at the beginning of appropriate units may serve several valuable purposes. Such test may be used to evaluate the current status of student knowledges, attitudes, and practices in order to determine which aspects of the unit should be particularly emphasized. They also provide students with a means of self-evaluations, enabling them to identify their specific personal needs and limitations. Finally, they often stimulate questions which reveal additional student needs, interests, and problems.

The objectives of these units are:

1. To help youth gain the knowledge and appreciation of the place the family holds in our culture, his place in his own family, and his responsibilities to the family he may wish to establish later.

2. To help boys and girls gain the scientific and physiological information for understanding sex and its relation to life and the family, including the knowledge of the power of the sex drive, the tensions that arise, and the need of controlling the sex urge by will power and self-discipline; also the need for separating sex desire from love.

3. To help youth acquire a background of ideals, standards, and attitudes which will be of value to him in choosing a mate and building his own family.

Boy-Girl Relationships. Interest in sex is normal, although many parents and other adults are embarrassed to discuss it because it is, and should be, a very personal and private thing. Casual and easy public discussion robs it of much of its intimacy and joy. Adolescents are very vulnerable to wrong ideas about sex from television, movies, advertising, peer groups, and pornographic material.

The purposes of dating and kinds of dating experiences (double, single, steady) appropriate at various stages should be discussed. The senior high school students need to understand how and why to set limits in boy-girl relationships. They are vitally concerned with the problems of necking, petting, and pre-marital intercourse. They see the need for finding acceptable means of sexual expression and yet question why pre-marital sexual relations are not regarded as acceptable behavior in our society.

Fear no longer seems to work as a very effective deterrent to pre-marital sex. We must try to make the young people think through exactly what sexual relations signify--in social consequences, in personal self-depreciation, and in the very practical task of finding a mate.

Suggested activities:

1. Students collect advertisements from the mass media that use sex as a dominant factor.
2. Have students list and discuss the advantages and disadvantages of going steady. Compare girl's reasons with boy's reasons.
3. Develop and present a skit in which a group of girls at a slumber party discuss their reactions to various boys and their conduct on a date. Follow this with another skit about a group of boys, perhaps in a locker room setting, discussing their dates with various girls. Follow this with a general class discussion about the expectations that both boys and girls have of their dates' behaviors.
4. Develop a dating code.
5. Discuss frankly with students the differences between the male's and female's psychological, physical and emotional responses to sexual stimulation. This may be done in such a way that it contributes positively toward their decisions concerning premarital sexual experimentation.

The Family. Margaret Mead says, "...when we search for ways of describing human relationships--dependency, autonomy, trust, cooperation, or ecstasy--we turn almost inevitably to the family. For within the family we can trace the fine intricacy of living in the cherishing character of parenthood, the contrasts between father and mother, the difference between children of like and of opposite sex, the chance that makes one brother stronger or one sister more beautiful than another, the ebb and flow of feeling, and the alteration of relationships as the child grows from infancy to adulthood and passes from his family of birth to found a family of his own."

The smallest societal unit is the family, a universal institution. The family fulfills the following needs: a) security, life, and approval; b) economic, c) socialization, d) child rearing, e) reproduction, and f) sex needs. Mankind has found no other means as efficient.

The form of the family varies according to the society, from polygamy and polyandry to monogamy. In the former children are an economic asset and are more easily absorbed into the family unit. In monogamy marriage takes place fairly late, socialization and economic factors are more important than biological maturity.

As the students begin to establish independence, problems arise within the family. As they mature, with some guidance, they will grow in respect toward authority. The students must have opportunity to develop standards of belief and behavior. In a sincere environment where they may use the peer group and

respected adults as a sounding board, vital standards may develop upon which to make decisions.

To develop a personal philosophy of life one must understand self, develop a realistic self concept, identify loyalties, and develop standards of belief and values.

Suggested activities:

1. Discuss:

- a. Why should we continue this family institution?
- b. What is a good family? Age of parents? Why?
- c. Effects on family unit of divorce? Separation? Death? Are divorce, separation, and death related to socially approved ages for marriages?

2. Develop a personally chart which includes both desirable and undesirable characteristics found in people. Point out how perceptions gained via the various sense (sight, hearing, smell, and touch) contribute to one's impression of the total personality of others.

3. Discuss the difference between worry and healthy concern.

4. Have students describe or list on paper their own current problems and then formulate plans for solving them in a constructive manner.

5. Develop a panel discussion on topics pertaining to family activities. Some of the topics included for discussion might include the following:

- a. Whether or not teenagers want to participate in family activities, and why they either do or do not want to do so.
- b. Whether or not teenagers should be expected to participate in family activities, and why they either should or should not be expected to do so.
- c. Whether or not teenagers expect members of their families to show interest in their personally chosen activities regardless of whether or not they are willing to show interest in and to participate in family activities.
- d. Kinds of activities that members of families with teenagers and preadolescents might enjoy doing.

6. Discuss the problem of conflict between the adolescent's

desire to make his own decisions and his parents' belief that he frequently needs their guidance in making decisions. Help students to identify those areas of living in which they might reasonably expect to be permitted to make decisions without parental guidance, and those in which parental guidance still may be desirable and helpful.

Marriage. Marriage is defined as a contract which brings two adults of opposite sexes together with the intent of a permanent relationship. The relationship of marriage is recognized in some way in all societies. It is usually exogamous (outside the recognized kin group).

The process of mating and the meaning of the emotional and physical accompaniments can be better understood after reviewing the reproductive systems of the male and female. (Use Approaching Adulthood, pages 11-19).

Not only do men and women have different physiological structure, but their roles in dating and in marriage have customarily been somewhat different. Some years ago in this country it was easier to point to their different roles than it is now, for today there is much overlapping. The students should discuss male and female sex roles and how they are changing. Point out some conflicts between husband and wife as a result of different concepts of appropriate sex roles.

The students should discuss the steps to marriage,--dating, courtship, engagement, marriage. The dating discussion should be a review, but with added maturity and experiences the students may have much to add or questions to ask.

The influencing factors of choosing a marriage partner include, heredity, environment, love versus infatuation, and realistic expectations of marriage. All students should realize

the many responsibilities in marriage; financial, social, sexual, psychological, religious, and physical.

Suggested activities:

1. Develop and administer a pre-test over material found in this unit and use the results to determine students' present levels of understanding and the nature of their attitudes. Results then can be used to plan learning experiences and content emphasis. Best results are obtained if the student is permitted to designate his or her paper as "boy" or "girl" without using names.
2. Have each student in the class find out what it costs to rear one child in his particular family setting. Multiply this amount by the various numbers found in different families to determine the estimated minimum financial responsibility involved in rearing children.
3. Discuss whether children like to be members of a large family or a small family. Point out the advantages and the disadvantages of each situation.
4. Debate the advantages and the disadvantages of having a working mother.
5. Spend considerable time discussing the economics of marriage. How much does a wedding cost? What monthly salary would a husband need in order to support a wife and child?

Special Problems of Sex. (1) Homosexuality usually refers to those people who derive sexual satisfaction from persons of their own sex. The term applies to both men and women indulging in this practice, although women who are homosexual are more commonly known as lesbians. A majority of the authorities agree that homosexuals are made, not born. Modern society does not condone homosexuality. It is important for everyone to know about this form of behavior for two reasons. During their formative years growing young people may have a definite preference for friends of their own sex. This is a healthy, normal pattern of growing up. It is only when such a preference carries on past

puberty and into adulthood that it becomes a matter for concern. The second reason is that some adult homosexuals attempt to lure unsuspecting children and teenagers into their way of life. The best protection against such an unfortunate turn of events is knowledge that these are suffering from a form of mental illness, and to simply refuse to listen to their suggestions.

(2) Masturbation is the pleasurable feeling in handling the genitals--normal to a certain degree. There is no harm in masturbation, no matter how frequently it is practiced. However, many young people have suffered psychologically from a guilt feeling. As with other functions, the students need to understand that this is not acceptable public behavior and needs control.

(3) Venereal Diseases have only recently become a problem of epidemic proportions in young people twelve to nineteen years of age. Since venereal diseases are passed from person to person by intimate personal contact, the study of these diseases evokes far stronger emotional responses than the study of most communicable diseases. All person who have had contact with infectious venereal diseases have a great responsibility to seek medical treatment and to inform authorities of sexual contacts so that they may also be treated. Factual information should be covered in a lecture to prepare the students for viewing the films. Gonorrhea attacks more people, but syphilis kills more people. It is very important to study the effects, symptoms, and treatment of the venereal diseases.

Suggested activities:

1. Preview, view, and discuss the film: "A Quarter Million

Teenagers."

2. Use the teachers guide for Venereal Disease Education, available from the Kansas State Department of Education.

(4) Illegitimacy is an increasing problem in our society.

An illegitimate child is one born of parents who are unwed at the time of its birth. The national figure is about one baby in every fourteen, but in one of our leading cities, every fourth baby born is illegitimate. Out-of-wedlock children, as well as their mothers, are often socially and economically deprived, since there is no legal father and husband to support them. Aid to dependent children (ADC) policies vary greatly in different communities. Sometimes the mother and children are not eligible for housing projects or other public housing. The support of these women and children adds to the community tax burden.

The youthful unwed mother presents some serious health problems. Recent figures show that 41 percent of the live babies born out of wedlock are born to teen-age mothers. Over half of unwed pregnant women receive only late medical care, or none at all during their pregnancy. The rate of premature births is almost twice as high for unwed mothers.

Many localities have homes for unwed mothers. They may live in these homes during the final months of pregnancy in a sheltered, protective atmosphere. These homes may also arrange for the adoption of the baby. In case of an unwed pregnancy, a young person needs to know where to go for help. Sources of help include the clergy, school social workers, guidance counselors, school nurses, parents, physicians, or other qualified individuals.

Suggested activities:

1. Preview, view, and discuss the film "Phoebe: Story of Premarital Pregnancy."

(5) Abortion is the expulsion of the embryo from the uterus during the early stages of development. It may occur spontaneously. This is often called a miscarriage. In this condition the embryo is expelled or removed from the uterus too early for it to survive. But what is usually referred to when abortion is discussed is criminal abortion. This is the intentional stopping of the growth of the embryo by surgical or medical means when there is no medical sanction by legally established authorities. Such stopping of the growth of the embryo is against the law in all fifty states. Since it is illegal in the United States, it is often practiced by irresponsible people who claim to be physicians, and sometimes by unscrupulous physicians themselves. Hundreds of women die every year from abortions, or from infections following abortions performed under unsanitary conditions. In all states an abortion is permitted legally when medical opinion feels that it is necessary to preserve the life of the pregnant woman. When performed by a qualified physician abortion is a simple and safe surgical procedure. However, abortion has deep moral and religious implications.

(6) There are family planning procedures available to and considered acceptable by persons of any social, religious, and ethnic group. Depending upon local circumstances, the teacher may wish to mention specific sources of reliable family planning information.

Selected activities:

1. Prepare reports on several different aspects of the

"population explosion". Discuss the following topics:

- a. the effects that value systems of persons in various cultures have upon the relative success of efforts to control the population explosion.
- b. the ways in which the population explosion is in turn affecting people's values
- c. the role of the individual in controlling the population explosion
- d. the right of an individual couple to determine the size of their family versus the right of a government to control family size in the interest of the total populace.
- e. the impact of the population explosion on such matters as the nation's economic development, family living, and the individuals opportunity to realize his potential.

Resources for Students and Teachers

Senior High Level

Pamphlets for Boys and Girls

Blood, Robert O. New Roles for Men and Women, New York: Association Press, 1963.

Duvall, Evelyn M. Love and the Facts of Life, New York: Association Press, 1967.

_____, and Ruben Hill. When You Marry. New York: Association Press, 1962.

_____, Why Wait Till Marriage? New York: Association Press, 1965.

"Facts About Syphilis and Gonorrhea," Topeka; Kansas State Board of Health.

Hayes, M. V. A Boy Today...A Man Tomorrow, St. Louis, Missouri: Optimist International, 1961.

Kirkendall, Lester A. and Elizabeth Ogg. Sex and Our Society, #366, New York: Public Affairs Pamphlets, 1964.

Kirkendall, Lester. Understanding Sex, Chicago: Science Research Associates, 1957.

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Lerrigo, Marion O. and Helen Southard, Approaching Adulthood, Chicago: American Medical Association.

Levisohn, F. and G. L. Kelly. What Teenagers Want to Know. Chicago: American Medical Association, 1962.

"The Miracle of Life", Chicago: American Medical Association, 1966.

Siecus. Homosexuality, New York: Sex Information and Education Council, 1965.

_____, Masturbation. 1966.

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"Strictly for Teenagers--Some Facts About Venereal Disease", Washington, D.C.: U.S. Government Printing Office.

U. S. Department Health, Education and Welfare. Venereal Disease Education, Washington, D.C.: Supt. of Documents, 1964.

"Venereal Disease is Still a World Problem," Chicago: American Medical Association, 1965.

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"Human Sexuality and Education," California School Health. Vol. III, No. 1. January 1967.

Julian, Cloyd and Elizabeth N. Jackson, Modern Sex Education, New York: Holt, Rinehart and Winston, Inc., 1967.

Lehvinsohn, Florence. What Teenagers Want to Know. Budlong Press Co.

Lerrigo, Marion O. and Helen Southard. Facts Aren't Enough. Chicago: American Medical Association, 1962.

—. Parents' Responsibility, Chicago: American Medical Association, 1967.

Levine, Milton I. and Jean H. Seligmann. Helping Boys and Girls Understand Their Sex Roles, Chicago: Science Research Associates, Inc., 1953.

Reiss, Ira L. (ed.) "The Sexual Renaissance in America," The Journal of Social Issues, April, 1966, Vol. XXII No. 2.

SIECUS. Characteristics of Male and Female Sexual Responses. New York: Sex Information and Education Council of the United States, 1967.

—. Premarital Sexual Standards, New York: Sex Information and Education Council of the United States, 1967.

"Venereal Disease Education," Topeka; Kansas State Board of Health.

Films - filmstrips

"When Should I Marry?" McGraw Hill, Inc., 330 West 42nd St., New York, N. Y. 10036. 19 minutes. Black and White.

A young couple, eager to marry but urged by their parents to delay, asks a minister's advice. He describes the experiences of two other couples who married at an early age. From this description, he is able to summarize some

practical points that should be of help to all young people in answering the question of when to marry.

"Are You Ready for Marriage?" Coronet Films, 65 East Southwater St. Chicago, Illinois 60601. 16 minutes.

Two young people who want to get married investigate their own relationship with the help of a marriage counselor.

"Dating: Do's and Don'ts." Coronet Films, 65 East Southwater St., Chicago, Illinois 60601. 15 minutes.

Shows the progress of an idealized date--from the idea, the asking and the accepting, to the date itself.

"Going Steady." Coronet Films, 65 East Southwater St., Chicago, Illinois 60601. 11 minutes

The film raises for discussion important questions concerned with the problems and disadvantages of "going steady."

"How Do You Know It's Love?" Coronet Films, 65 East Southwater St., Chicago, Illinois 60601, 13 minutes.

Provides a basis for thinking clearly about life, showing that the mere belief of love is not enough to insure lasting happiness.

"Psychological Differences Between the Sexes." McGraw Hill, Inc., 330 West 42nd St., New York, N.Y. 10036. 13 minutes.

The film dramatizes the way in which a young girl and boy react to similar situations. Their diverse reactions exemplify some typical psychological differences between the sexes. Finally, by projecting into the future, the film shows the two married. In this sequence, previously dramatized differences are seen to cause misunderstandings between husband and wife.

"Phoebe: Story of Premarital Pregnancy." McGraw Hill, Inc., 330 West 42nd St., New York, N.Y. 10036. 29 minutes.

This film deals with the mental and emotional reactions of a teenager on the day she discovers she is pregnant. Dramatically, it reveals her apprehension about her dilemma as it depicts her thoughts about telling her parents, her boy friend, and the school authorities, and their various possible reaction to her and her situation.

"Engagement: Romance and Reality." McGraw Hill, Inc., 330 West 42nd St., New York, N.Y. 10036. 15 minutes.

This film presents a step by step portrayal of a couple who plan to marry. It is immediately apparent that although they claim to love each other, they do not really know one another and the image each has of himself is completely unrealistic. As the dating progresses, it becomes evident that they differ somewhat in the values they hold. The film ends with the couple beginning to see themselves and each other realistically in terms of marriage.

"Is This Love?" McGraw-Hill, Inc., 330 West 42nd St., New York, N. Y. 10036. 14 minutes.

The film contrasts the romances of two college roommates. One girl, impulsive and emotional, is resentful of any persuasion to delay her marriage. The other girl hesitates to consider marriage until she has solid proof of her love through successive stages of dating, courtship, going steady, and engagement. The film ends with open-end questions leading to evaluation of the two romances and their respective chances for success in marriage.

"Early Marriage." E. C. Brown Trust, 220 W. Alder, Portland, Oregon. 26 minutes.

The film advances ideas about marriage in general, including marriage of teenagers. It may well be used as a spring-board for discussion.

"VD: Epidemic." McGraw-Hill, Inc., 330 West 42nd St., New York, N. Y., 10036. 25 minutes.

This noteworthy film is designed to make the public--especially the teenager and young adult--fully aware of all of the aspects of the problem of venereal disease...its rapid increase in our nation, the importance of early treatment, the significance of proper action by public health officials, and the high cost of our nation in dollars and health. Interviews with persons who had been previously infected with venereal disease and subsequently cured reveal their reactions to VD prior to infection, and during the treatment and following. Produced by the American Broadcasting Company.

"Human Reproduction," McGraw-Hill, Inc., 330 West 42nd St., New York, N. Y. 10036. 20 minutes.

This new edition has been completely revised, rewritten, and updated. The film offers an objective scientifically accurate, and biologically correct analysis of the structure and function of the male and female reproductive organs, the fertilization process, and the development of the fetus, the birth process, and the responsibility involved in the act of human reproduction. This is an excellent film.

CHAPTER IV

SUMMARY

The need for sex education in our public schools has grown out of the refusal of many American parents to deal realistically with this subject in the home. Many parents feel ill-informed, lack the vocabulary, and are unable to discuss the subject with their children. The schools then are needed to supplement and reinforce the parents' efforts and to do what parents cannot.

In the early years of interest in sex education, the chief emphasis was on the biological facts of reproduction, but educators today feel strongly that sex education should be focused toward fuller, better home family living. It deals more with feelings and attitudes than actual facts.

The purpose of this study was to determine the content and sequence to the study of human sexuality, and how the material might be presented to students at specific age levels, kindergarten through twelfth grade.

The specific objectives of the study were:

1. To determine the concepts and attitudes that are necessary for an effective sex education program.
2. To determine when the concepts and attitudes of human sexuality should be presented to the kindergarten through twelfth grade students.
3. To determine how the concepts and attitudes of human sexuality can best be presented and developed with the kindergarten through twelfth grade students.
4. To develop a sex education program for kindergarten through twelfth grade students.

The writer utilized writings of acknowledged authorities in the field to develop a list of topics to include in the sex education program. The characteristics and needs of children and the Developmental Tasks were then used as the criteria to determine the teachable moment.

Each age group level was organized into units, background material for each unit, and suggested activities for students involvement and to better present the material. At the conclusion of each level lists of vocabulary and resources for students and teachers were given.

All teachers must understand that either a failure to answer student questions or an attempt to "shush" them results in sex education of a negative nature. The classroom teacher must be prepared to use the proper anatomical and scientific terms at all times. The teacher will find that any question proposed at any grade level can be answered simple, directly, and satisfactorily.

It was suggested that sex education be correlated with various other phases of the curriculum in the elementary school. The teacher of the kindergarten through third grade will help students understand that there are sex differences of boys and girls, develop proper terminology in reference to the body, and develop a wholesome attitude toward sex.

The objectives of the primary level are:

1. To build a wholesome attitude toward sex.
2. To know and understand the sex difference in boys and girls.
3. To know and use the correct terminology in reference to

the body.

4. To know the elementary facts of reproduction.
5. To understand and respect all parts of the body.
6. To discuss with openness and lack of embarrassment the problem of growing up sexually.
7. To understand the nature and purpose of the family, and his obligation to be a good family member, with loyalty, love, and respect.

Sex education needs added emphasis in the years from ten to twelve. This may be placed in the curriculum in connection with health, science, or social science. Some sections, such as menstruation, concerning this intermediate level should be sex-segregated. This could most naturally be done when the students are separated for some other class, such as physical education. Pubertal changes, presented in an objective way before they occur provide an anticipatory learning which later permits discussion of the emotions and feelings that go with these changes in the personal experience of the child. The objectives of the program include helping the students understand the changes that are and will be taking place in their bodies, how growth is dependent upon physiology and inheritance, a growing understanding of the scientific vocabulary, and respect for social customs, family loyalties, and the miracle of life.

The objectives for this preadolescent, intermediate level were:

1. To continually stress a wholesome healthy attitude toward sex.
2. To develop a scientific vocabulary which permits a dignified discussion of natural processes.
3. To encourage a frank discussion, and to assist students

in finding answers to their questions.

4. To give honest answers to questions arising.

5. To develop knowledge of the basic physiology of the human body.

6. To develop understanding of the changes taking place in the growing bodies, and the variance in the rate of growth and maturity in individuals.

7. To continue to develop the appreciation of the family as the basic unit of society and the responsibility and loyalty toward the family unit.

8. To help in the task of assuming sex roles.

9. To develop respect for and acceptance of social relationships.

10. To appreciate and respect the miracle of life.

The greatest emphasis should be placed on sex education in the junior high school years. It was recommended that health education be taught as a subject separate from science in all upper grades. Most of the material could be discussed in mixed classes, however, it is important to give the students opportunity to discuss personal problems in separate sessions.

The junior high program was concerned with the development of boy-girl social relationships. So that the student could better understand his own feelings, study was made of reproduction, growth, and family. Debate and questions on future dating patterns, personal concerns with appearance, growth differences, trust, values, and standards are one dimension of this study.

The objectives of this unit were:

1. To develop mature, objective attitudes towards sex.

2. To help boys and girls allay fears and worries by acquiring scientific background on growth and sexual maturity.

3. To establish a respect for human relationships and social mores.

4. To encourage youth to discuss sex in a scientific, dignified fashion and talk frankly, without embarrassment.

5. To develop fine family relations now and high ideals for their future families.

The setting of the sex education program in the senior high school level should be coeducational. The students of this age must understand the differences between male and female emotional needs. For example, girls need to understand the honest, aggressive nature of the male, and boys should understand that a female usually needs a deep emotional involvement and commitment in order to give fully of herself.

Fear no longer seems to work as a very effective deterrent to pre-marital sex. Students must think through exactly what sexual relations signify--in social consequences, in personal self-depreciation, and in the very practical task of finding a mate.

Sex education on the senior high level is directed primarily toward review of growth and development to maturity with consideration of the social, emotional, and physical factors which have influenced the mature individual. The special problems of sex; homosexuality, masturbation, venereal diseases, abortion, and family planning were some problems presented that require some social consciousness. The twelfth grade level was particularly important as it is the last opportunity to correct any misinformation the students may have had.

The objectives of this level were:

1. To help youth gain the knowledge and appreciation of the place the family holds in our culture, his place in his own family, and his responsibilities to the family he may wish to establish later.

2. To help boys and girls gain the scientific and physiological information of understanding sex and its relation to life and the family, including the knowledge of the power of the sex drive, the tensions that arise, and the need of controlling the sex urge by will power and self-discipline; also the need for separating sex desire from love.

3. To help youth acquire a background of ideals, standards, and attitudes which will be of value to him in choosing a mate and building his own family.

This study suggested that a high school graduate would have developed in this sequential learning program:

1. Personal insight into his own feelings about being male or female, and appreciation of the sexual component of this role for creative energy and fulfillment.

2. Accurate facts about body processes, including reproductive and sexual, which engender respect, self-confidence, and comfort with his own body.

3. An accumulation of classroom and peer experiences in the discussion of sex behavior, where he has learned critical thinking, and to develop values of his own which have meaning for him.

4. A serious concern for some of the social issues of our times and his citizen responsibility in them.

5. Respect for other individuals in his interpersonal relationship.

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E. OTHER

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Gendel, Evelyn S. "Issue on Sex Education" Topeka; Kansas State Department of Health, November, 1967.

APPENDIX

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Sources of information available for teacher and pupil reference:

American Academy of Pediatrics
1801 Hinman Ave.
Evanston, Illinois 60204

American Association of Health, Physical Education and Recreation, Department of National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

American College of Obstetricians and Gynecologists
Committee on Maternal Health
79 West Monroe Street
Chicago, Illinois 60603

American Institute of Family Relations
5287 Sunset Boulevard
Los Angeles, California 90027

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American School Health Association
Committee on Guidance in Sex Education
515 East Main Street
Kent, Ohio 44240

American Social Health Association
1790 Broadway
New York, New York 10019

Child Study Association
Nine East 89th Street
New York, New York 10028

Family Life Publications, Inc.,
Box 6725
Durham, North Carolina 27708

Health Education Service
Box 7283
Albany, New York 12224

Home Service Center
Scott Paper Company
International Airport
Philadelphia, Pennsylvania 19113

Kansas Health Museum
309 Main Street
Halstead, Kansas

Kansas State Department of Health
Division of Maternal and Child Health
State Office Building
Topeka, Kansas

Kimberly-Clark Corporation
Educational Department
Neenah, Wisconsin

National Council on Family Relations
publishes The Journal of Marriage and the Family
1219 University Avenue, Southeast
Minneapolis, Minnesota 55414

Optimist International
4494 Lindell Blvd.
St. Louis, Missouri 63108

Personal Products Company
Director of Education
Box 6
Milltown, New Jersey 08850

Planned Parenthood Federation of American
515 Madison Avenue
New York, New York 10022

Public Affairs Pamphlets
381 Park Ave., South
New York, New York 10016

School Health Education Study
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

School Health Education Study
1507 M. Street, N.W.
Room 800
Washington, D. C. 20005

Sex Information and Education Council of the U.S. (SIECUS)
1855 Broadway (61st Street)
New York, New York 10023

Tampax Incorporated
161 East 42nd Street
New York, New York 10017

THE DEVELOPMENT OF A SEX EDUCATION PROGRAM
FOR KINDERGARTEN - TWELFTH GRADE

by

MARY ANN VANMETER

B. S., Fort Hays Kansas State College, 1956

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Arts and Sciences

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1968

Purpose and Procedure

The purpose of this study was to determine the content and sequence to the study of human sexuality, and how the material might be presented to students at specific age levels, kindergarten through twelfth grade. The writer utilized writings of acknowledged authorities in the field to develop a list of topics to include in the sex education program. The Characteristics and Needs of children and the Developmental Tasks were then used as a criteria to determine the teachable moment.

Each age group level was organized into units, background material for each unit, and suggested activities for student involvement and to better present the material. At the conclusion of each level lists of vocabulary and resources for students and teachers were given.

The writer suggested sex education be correlated with various other phases of the curriculum in the elementary school. The major emphasis in the primary level is to know and use the correct terminology in reference to the body and to build a wholesome attitude toward sex.

Sex education needs added emphasis in the years ten to twelve. This may be placed in the curriculum in connection with health, science, or social science. Intermediate age children are fascinated by their bodies, and are ready for scientific and direct teaching in the processes of total health. Emphasis for this age group was upon changes in the male and female reproductive organs and the reproductive process.

The writer recommended that health education be taught as

a subject separate from science in all upper grades, particularly in the critical junior high level. Most of the material could be discussed in mixed classes, however it is important to give students opportunity to discuss personal problems in separate sessions. The junior high program was concerned with the development of boy-girl social relationships. So that the student could better understand his own feelings, study was made of reproduction, growth, and family relationships.

The setting of the sex education program in the senior high should be coeducational. The students of this age must understand the differences between male and female emotional needs. Most tenth and eleventh graders are more concerned about their psycho-social development than about marriage, therefore it was necessary to plan units from this standpoint. It was necessary to plan units on marriage and the family for twelfth graders. The twelfth grade level is particularly important as it is the last opportunity to correct any misinformation the students may have had.

This study suggested that a high school graduate would have developed in this sequential learning program:

(1) Personal insight into his own feelings about being male or female, and appreciation of the sexual component of this role for creative energy and fulfillment.

(2) Accurate facts about body processes, including reproductive and sexual, which engender respect, self-confidence, and comfort with his own body.

(3) An accumulation of classroom and peer experiences in

the discussion of sex behavior, where he has learned critical thinking, and to develop values of his own which have meaning for him.

(4) A serious concern for some of the social issues of our times and his citizen responsibility in them.

(5) Respect for other individuals in his interpersonal relationships.